DOCUMENT RESUME

ED 277 413 JC 870 028

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TITLE	A Staff Development Plan for a Community College.
INSTITUTION	Pacific Association for Continuing Education, Vancouver (British Columbia).
PUB DATE	19 May 86
NOTE	22p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Faculty; Community Colleges; *Faculty Development; Inservice Education; Needs Assessment; Professional Development; *Program Development; School Demography; School Personnel; School Surveys; *Staff Development; Staff Orientation; *Student Characteristics; Two Year Colleges

ABSTRACT

A project was undertaken to assess the staff development needs of faculty and staff at Mission College (California), and to formulate a 1-year staff development plan tied to budget allocations for such activities. In spring 1986, a needs assessment survey for staff development was administered to 62 classified staff members, 87 faculty members, 4 administrators, and 6 supervisory personnel. The staff was also asked to nominate representatives for the college's staff development task force. Study findings, which were based on an overall response rate of 42%, were combined with a compilation of findings from institutional research on student demographics and personnel profiles to develop the 1-year plan. The parts of the plan that were implemented included: (1) an orientation for new faculty at the beginning of fall semester, 1986; (2) a convocation for all faculty and staff during the second week of the fall term; (3) the continuation of minimal conference funding for all faculty; and (4) the planning of inservice programs using outside resource people. Appendices include survey instrument results, a summary of student demographics, a personnel profile of Mission College staff, and the staff development goal statement and final 1-year plan. (LAL)

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A STAFF DEVELOPMENT PLAN FOR A COMMUNITY COLLEGE

Debra L. Banks

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MISSION COLLEGE
Santa Clara, California

JC 870 028

May 19, 1986

BEST COPY AVAILABLE

A STAFF DEVELOPMENT PLAN FOR A COMMUNITY COLLEGE

INTENT OF PROJECT

The intent of this project was to assess the staff development needs of the faculty and staff at Mission College and to formulate a one year staff development plan tied to budget allocations for such activities. This paper provides the framework and context for how this plan was developed.

BACKGROUND

Mission College, a northern California Community College, is an average size college (10,000 students-FTE 4200) located in the highly technical and idustrialized area known as, Silicon Valley, south of San Francisco. The college's enrollment includes 15% full time and 85% part time students. The student body is comprised of 45% Caucasians and 55% minorities consisting of Hispanics, Asians, Filipinos, and Blacks. The major age category of the students is between 20 and 29 years.

The academic programs emphasized at the college are both transfer and vocational, with the highest enrollment in Fire Science, Nursing, Business Administration, Electronics, and Food Sciences. A full complement of courses is offered in most disciplines; however, the majority of the student enrollment exists in the vocational education programs while the transfer rate of the student body is low.

In Fall, 1986 there are 101 full time instructors and 309 part time instructors. The majority (75%) of the college's full time faculty was hired between 1976-1980. The additional full time faculty were hired after 1980 with the last 10% being hired for the Fall 1986. Of the original faculty hired between 1976-1980, 60% of them were involved in the original planning and culture building of the college.

The college's commitment to staff development was very strong during the early development of the college (1975-1980). However, with the changing political climates and educational policy emphasis of the state legislature and the college's district governing board from 1981-1985 the funding for staff development activities was shifted into other program activites.

The hiring of new faculty and staff 1984-1985 and repeated requests from the current faculty and staff for staff development activities demonstrated the need for assessing the college's employees for their staff development needs. Additionally, in Fall 1985 the college planning committee established a goal of assessing the need for staff development activities. In response to these requests, the process of assessing these needs was acted upon during Spring,1986.

METHODOLOGY

In the early part of the Spring semester of 1986, the needs assessment survey for staff development was administered to the staff. Simultaneously, the staff members (faculty, administration, and classified) were asked to nominate representatives to serve on the College's Staff Development Task Force. Thirty five college staff members were nominated and fifteen staff members were appointed to the Task Force. The task force members were appointed based on the areas or divisions they represented and their interest in serving on the task force.

The following is a chronological sequence of events that took place in the evolution of this plan:

1. *February*: Needs Assessment Survey was disseminated to all faculty and staff.

2. *March*: Compilation of survey results by computer program and analysis of the results at the 50% response level.

3. *February/March*: Compilation of institutional research on student demographics and personnel profiles.

4. *April*: First meeting of the Staff Development Task Force: proposal of an operational definition for staff development at the college, a review of the college's 1986 goals, and analyses of student demographics and personnel profiles.

5. *April*: Goal statement submitted to staff for review and comment.

6. *April*: Task Force members surveyed their areas or divisions for further input on desired staff development activities.

7. *May*: Second meeting of the Staff Development Task Force: reviewed and adopted staff development definition, with consultant designed a one year plan for staff development activities.

8. *May*: Third meeting of the Staff Development Task Force: reviewed final report.

9. *June*: Final report submitted to the college president.

10. *June-October*: Implementation of final report.

RESULTS

NEEDS ASSESSMENT INSTRUMENT (Appendix A)
Respondents:
Classified 15 out of 62
Faculty 47 out of 87
Administration 4 out of 4
Supervisory 3 out of 6
All staff 69 out of 159

TRENDS ON STUDENT DEMOGRAPHICS (Appendix B)

PERSONNEL PROFILE (Appendix C)

FINAL ONE YEAR PLAN (Appendix D)

Institutional readiness for staff development was based on the 42% return of the surveys by the college faculty and staff and the classified group's list of staff development activities. The classified staff felt that the survey did not state the more important staff development activities they desired.

During the task force meetings committee members used the survey results, a list of further activities acquired from their divisions and units and compared these with the analyses

of the student demographic trends and personnel profiles of the college. The members discussed the available physical and monetary resources that would be needed to support their plan as stated in Appendix D of this paper.

CONCLUSION

The final one year plan tied desired staff activities to budget allocations. However, the implementation of the full range of activities outlined in the plan was not possible due to unanticipated budget cuts and ambiguous collective bargaining agreements.

The parts of the plan that were implemented are as follows:

1. An orientation for new faculty, full time and part time was given at the beginning of the Fall, 1986. A faculty handbook with policies and procedures and information on college committees' functions was introduced at this meeting.

2. A convocation for all faculty and staff was held during the second week of the fall semester.

3. Minimal conference funding continues for all faculty.

4. Currently, the administration with the college's academic senate is pursuing the possibility of bringing in resource people to the campus to provide inservice programs for the faculty.

APPENDICES

APPENDIX A - SURVEY INSTRUMENT RESULTS

APPENDIX B - STUDENT DEMOGRAPHICS SUMMARY

A six year trend 1980-1986 shows the following in student demographic categories:

Enrollment

Student enrollment figures from 1980 to 1986 show the number of students to fluctuate between 8500 to 10,000. The percentage of part time students to full time students remains at a steady ratio of 85% to 15%. The day/ evening enrollment patterns reveal that 50% of the students enrolled during the evening, 30% during the day, and 20% during the day/ evening. ADA patterns show 4300 ADA in 1982, 3900 ADA in 1983, and since 1983 a plateau of approximately 4150 ADA. Since 1982 most enrolled students come from other districts. About 15% of the students transfer, 51% are continuing students, and 15% are first time students.

Sex and Ethnicity

The female student enrollment has dropped from 55% in 1980 to 45% in 1986. The male student enrollment has risen to 55% in 1986. Since 1980 there has been a decrease in the number of caucasian students. In 1980 65% of the students were recorded as caucasians and in 1986 45% are caucasians. Ethnic minority students have been increasing in number. By 1986 ethnic enrollment statistics are: Asian 22%, Filipino 12%, Hispanic 10%, Black 5%, American Indian 1%, and unknown 5%.

APPENDIX C - PERSONNEL PROFILE OF MISSION COLLEGE STAFF

CLASSIFIED/SUPERVISORY

Of the 68 classified and supervisory staff surveyed at Mission College 47% were between 30 and 44 years and 35% were between 45 and 59 years. Most of the classified staff are employed in the student support services or student counseling areas. Each group is represented by its own union.

ADMINISTRATION

When this survey was administered, there were only four administrators. Two of these administrators were serving as temporary appointees.

FACULTY

Of the 87 full time faculty surveyed, 22% were between 35 and 39 years, 22% were between 40 and 45 years, 18% were between 46 and 49 years, and 37% were 50 plus years. 97% of the faculty hold master degrees or doctorates. The faculty are represented by both the Academic Senate and the district's faculty collective bargaining agent.

APPENDIX D - STAFF DEVELOPMENT GOAL STATEMENT AND FINAL ONE YEAR PLAN.

APPENDIX A

STAFF ENRICHMENT

NEEDS ASSESSMENT SURVEY

POSITION - CHECK ONLY ONE:

Classified	_____		
Faculty	_____	Full-Time _____	Part-Time _____
Administration	_____		
Supervisors	_____		
Confidential	_____		
Discipline	_____		

Age: Check Appropriate Category

25-30 Years	_____	46-50 Years	_____
31-35 Years	_____	51-60 Years	_____
36-40 Years	_____	61-65 Years	_____
41-45 Years	_____		

YEARS OF EMPLOYMENT IN EDUCATION _____

YEARS OF EMPLOYMENT IN WEST VALLEY COMMUNITY COLLEGE DISTRICT _____

YEARS OF EMPLOYMENT UNTIL RETIREMENT - CHECK ONE:

Less than 5 years	_____
5 years	_____
10 years	_____
15 years	_____
20 years	_____
More than 20 years	_____

DIRECTIONS: Please score these activities in terms of necessity, using the following scale by circling the appropriate number:

1	2	3	4	5
Lowest Priority/Concern		Average Priority/Concern		Highest Priority/Concern

If you feel that an activity is currently being addressed please note that at the end of this form.

I. WORKSHOPS/SEMINARS/PROGRAMS

	ALL STAFF	ALL CLASSIFIED	ALL FACULTY	ALL ADMINISTRATION	ALL SUPERVISORY
1. Workshops or presentations that explore methods of instructional techniques.				YES	
2. Workshops, seminars or short courses that review subject matter or introduce new knowledge in a field.	YES	YES	YES	YES	YES
3. Workshops or seminars on testing and evaluating students				YES	YES
4. Workshops or seminars to acquaint the staff with the types of students enrolled in the college.		YES		YES	YES
5. Workshops or seminars to help the staff improve their academic advising and counseling skills.				YES	YES
6. Workshops, seminars or programs to improve faculty research and scholarship skills.					
7. Workshops or seminars to improve management or departmental operations.		YES		YES	YES
8. Workshops or presentations that explore general issues or trends in education.			YES	YES	
9. * Workshops or seminars in staff effective development - improving interpersonal skills.		YES		YES	

* Exactly what skills do you think are needed?

_____

_____

_____

Other workshops, seminars and programs that should be considered:

_____

_____

_____

II. MEDIA, TECHNOLOGY AND COURSE DEVELOPMENT	ALL STAFF	ALL CLASSIFIED	ALL FACULTY	ALL ADMINISTRATION	ALL SUPERVISORY
1. Needed are specialists to help staff or faculty in use of technological aids in instruction including:					
a. computer usage	YES	YES	YES	YES	YES
b. tape courses					YES
c. manuscript course guide design					
d. live interactive televised course		YES	YES		YES
e. computerized interactive instruction	YES				
2. Needed are specialists in assistance to the staff or faculty in:					
a. test construction				YES	YES
b. construction of course objectives and design.		YES		YES	YES
c. individualized instruction and self pace programs.		YES			
d. course evaluation		YES		YES	YES
3. Needed is a professional library readily accessible to the staff dealing with instructional methodology, teaching skills, psychology of learning and similar topics.				YES	

Other concerns dealing with media, technology and course development practices:

_____

_____

_____

_____

III. ASSESSMENT AND EVALUATION					
1. Systematic ratings of instructors by the following groups are important:					
a. students	YES	YES	YES	YES	YES
b. peer		YES	YES	YES	
c. administrators		YES		YES	
d. supervisors				YES	

	ALL STAFF	ALL CLASSIFIED	ALL FACULTY	ALL ADMINISTRA	ALL SUPERVISOR
2. In-class video taping will help instructors improve their techniques.	YES	YES	YES	YES	YES
3. Faculty with expertise should be available to consult other faculty on teaching and/or course improvement.		YES	YES	YES	
4. A professional/personal enhancement should be constructed and monitored for each staff member.		YES			YES

Other types of personal analysis and/or assessment that should be considered:

_____

_____

_____

_____

IV. ANTICIPATED PRACTICES

1. More grant monies could be utilized by staff members.	YES	YES	YES	YES	YES
2. Visitations by employees to other institutions to review educational programs or innovative projects are needed.	YES	YES	YES	YES	YES
3. Participation on state and national committees is essential to the growth of the College.			YES	YES	YES
4. Faculty exchange programs should be developed:					
a. within the District (between colleges)			YES	YES	
b. within the state	YES	YES	YES	YES	YES
c. within the U.S.A.	YES	YES	YES	YES	YES
d. between countries			YES		
5. Personal counseling provided to individual staff members is essential.				YES	YES
6. Wellness attitudes should be developed amongst staff members.		YES		YES	
7. Technological staff should be exposed to industrial enrichment programs through semester and summer internships.	YES	YES	YES	YES	YES

	ALL STAFF	ALL CLASSIF	ALL FACULTY	ALL ADMINIS	ALL SUPERVI
8. A comprehensive orientation and program should be developed for new faculty or staff and part-time faculty or staff.	YES	YES	YES	YES	YES
Other activities that should be considered:					

_____

_____

_____

_____

vl/4

MISSION COLLEGE STUDENT DEMOGRAPHICS

MISSION COLLEGE SELECTED STATISTICS 1980 - 1986

	ENROLLMENT		ADA		UNITS PER STUDENT
	Students	Change	Annual	change	
Fall 1980	7651		3588.80	+33.2	5.88
Sprg 1981	9062	+18.4			5.76
Fall 1981	8981	-11.3	4148.47	+15.6	6.00
Sprg 1982	9556	+6.0			5.86
Fall 1982	9433	-1.3	4321.14	+4.2	6.12
Sprg 1983	9129	-3.3			6.22
Fall 1983	8334	-9.5	3950.24	-4.8	6.45
Sprg 1984	8588	+3.0			6.05
Fall 1984	N/A		4124.84	+4.4	N/A
Sprg 1985	8175				5.65
Fall 1985	8804	+7.7	4155.98	+0.7	6.28
Sprg 1986	9853	+11.9			5.82

	RESIDENCE			SEX*		TYPE	
	In District	Other District	All Others	% Male	% Female	% FT	% PT
Fall 1980	85.9	12.0	2.1	44.0	56.0	14.8	85.2
Sprg 1981	83.3	14.8	1.9	45.4	54.6	14.2	85.8
Fall 1981	84.2	13.7	2.1	43.4	56.6	16.2	83.8
Sprg 1982	83.5	14.3	2.2	44.8	55.2	15.2	84.8
Fall 1982	66.9	31.0	2.2	45.4	54.6	16.1	83.9
Sprg 1983	61.6	36.5	1.9	49.4	50.6	16.2	83.8
Fall 1983	53.4	45.0	1.6	48.5	51.5	16.4	83.6
Sprg 1984	48.4	50.1	1.5	49.8	50.2	14.5	85.5
Fall 1984	44.1	51.8	4.2	50.5	49.4	N/A	N/A
Sprg 1985	42.2	53.0	4.8	50.9	49.0	12.0	86.1
Fall 1985	35.6	58.1	6.3	48.7	49.6	15.8	84.2
Sprg 1986	31.6	60.6	7.8	51.3	45.0	13.6	86.4

* includes 1.7 % unknown in F'85 and 3.7 % Sp'86

STUDENT RACIAL & ETHNIC CATEGORIES

SEMESTER	%Indian	%Asian	%Black	%White	%Hispanic	%Filipino	%unknown
Fall 1980	1.7	9.5	3.8	65.3	9.7	4.2	5.8
Sprg 1981	1.3	9.3	3.9	64.8	9.6	4.1	7.1
Fall 1981	1.0	12.1	3.9	61.2	9.5	5.4	6.8
Sprg 1982	1.0	14.2	3.8	58.9	9.3	5.6	7.2
Fall 1982	1.2	16.6	4.4	54.6	9.5	7.1	6.6
Sprg 1983	0.9	18.7	4.7	52.0	9.7	7.0	6.8
Fall 1983	0.9	20.5	4.7	49.4	10.2	7.8	6.5
Sprg 1984	0.8	19.9	5.1	50.2	10.1	7.3	6.7
Fall 1984	1.4	22.6	4.4	46.3	10.2	7.1	8.1
Sprg 1985	1.0	23.1	4.6	45.4	10.4	7.6	7.8
Fall 1985	1.0	23.3	4.5	42.9	10.2	8.0	10.2
Sprg 1986	0.9	20.9	4.1	45.8	9.3	7.2	11.8

STUDENT AGES 1980 - 86

Semester	< 20	20-24	25-29	30-34	35-39	40-49	50 +
Fall 1980	12.6	24.9	19.9	13.9	9.1	11.6	8.0
Sprg 1981	10.0	25.5	21.6	14.1	9.7	11.4	7.6
Fall 1981	11.4	25.7	21.4	14.2	9.4	10.0	7.7
Sprg 1982	10.6	25.3	21.8	14.0	9.9	9.9	8.4
Fall 1982	11.0	27.1	22.8	13.3	9.0	10.0	6.8
Sprg 1983	12.3	28.0	23.0	13.4	8.3	9.2	5.9
Fall 1983	12.2	28.8	23.9	13.6	8.0	8.6	5.0
Sprg 1984	10.1	29.5	23.5	14.2	8.3	8.9	5.3
Fall 1984	10.6	28.9	24.0	14.6	8.4	8.8	4.6
Sprg 1985	9.0	27.8	24.4	15.3	9.3	8.8	5.4
Fall 1985	8.2	26.6	23.7	15.0	10.0	9.4	5.4
Sprg 1986	6.6	24.5	23.5	15.7	10.4	10.6	5.2

•includes 1.7% unknown in F'85 and 3.7% in Sp'86. There were no unknowns in prior years.

	ENROLLMENT STATUS				ENROLLMENT PATTERN		
	1st Time	Continue	Transf	Return	Day Only	Day& Eve	Eve
Fall 1980	20.0	35.7	39.9	4.3	43.0	19.1	37.8
Sprg 1981	14.0	47.0	33.6	5.4	34.7	18.3	46.5
Fall 1981	18.4	38.0	35.6	7.9	31.9	19.9	48.2
Sprg 1982	13.9	49.1	28.5	8.5	32.1	18.2	49.1
Fall 1982	18.9	40.3	31.4	9.4	33.4	17.6	48.9
Sprg 1983	14.3	53.3	25.0	7.4	33.5	18.1	48.5
Fall 1983	17.2	47.4	26.6	8.8	35.0	18.7	46.3
Sprg 1984	11.7	54.7	24.0	9.5	32.3	19.0	48.7
Fall 1984	n/a	n/a	n/a	n/a	28.5	14.9	56.4
Sprg 1985	n/a	n/a	n/a	n/a	31.7	14.5	53.6
Fall 1985	n/a	n/a	n/a	n/a	29.1	20.6	50.3
Sprg 1986*	11.3	51.3	16.9	14.1	29.7	19.7	50.6

* there were 4.5 % unknowns this semester. (Previously, there were none.
1st Time= first attendance at any college
Continue= enrolled at Mission last semester
Transf= previously attended a college other than Mission
Return= previously attended Mission

APPENDIX C

MISSION COLLEGE PERSONNEL PROFILE

CERTIFICATED STAFF

Currrently, there are 97 certificated employees at Mission College. Enclosed is a listing of the persons at each age level in 1986 through 1993. The age groups at the current time are as follows:

AGE	NUMBER	PERCENT
65 or more	1	1.0
64 - 60	4	4.2
59 - 55	14	14.5
54 - 50	16	16.7
49 - 45	17	17.7
44 - 40	21	21.4
39 - 35	21	21.4
35 or less	3	3.1

Assuming no retirements the proportion of the staff 60 & over stays at five to six persons through 1987-88. It doubles the following year and then levels off through the year 2000. For example:

YEAR	NUMBER	PERCENT
1987-88	6	6.6
1988-89	11	11.5
1989-90	14	14.6
1990-91	18	18.8
1991-92	20	20.8
1992-93	23	24.0

Obviously some of these persons will choose to retire. If we assume a retirement rate of 50% for persons 60 years of age or over there would be one or two retirements each year through 1988-89. Thereafter, approximately three persons could be expected to retire each year.

Finally, the ages of persons in each of the several departments were reviewed to determine if any department should prepare for turnover problems. This was not found to be a significant problem although Counseling, Business, English and Nursing will probably experience one or two retirement in the next five years.

CLASSIFIED

There are 68 classified staff assigned to Mission College. The enclosed chart shows that three persons are 65 or over, while two are between 60 & 64 years of age. During the next three years the proportion of the staff 60 or over will go from 5/68 to 8/68. In effect, significant turnover due to age seems unlikely.

WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT

CLASSIFIED STAFF AGE GROUPS

AGE GROUP	MISSION	WEST VALLEY	DISTRICT	TOTAL	PERCENT
65 OR OVER	3	0	1	4	1.3
60 - 64	2	5	9	16	5.1
55 - 59	7	13	14	34	10.9
50 - 54	7	14	18	39	12.5
45 - 49	11	7	17	35	11.3
40 - 44	7	15	24	46	14.8
35 - 39	11	17	25	53	17.1
30 - 34	14	17	17	48	15.4
25 - 29	4	6	17	27	8.7
24 OR LESS	2	2	5	9	2.9
TOTAL	68	96	147	311	100

Inter-office Memorandum

APPENDIX D

TO: Dr. Dean and STAFF DEVELOPMENT TASK FORCE MEMBERS

DATE: MAY 19,1986

FROM: DEBRA L. BANKS

SUBJECT: FINAL ONE YEAR STAFF DEVELOPMENT PLAN AND RECOMMENDATIONS

The Staff Development Task Force of Mission College was comprised of members representing the faculty, classified, administration and supervisors. The members by name were:

Sandy Brown	Natural/Applied Sciences
Moria Davis	Math/Science/Technology
Tim Jackins	
Jo Ford	Communications
Dave Harris	Business
Manny Magallon	Arts/Humanities
Dick Hayden	Social Science
Roz Chan	Counseling
Lois Carroll	LRS/Instructional Services
Roger Lewis	PT Faculty Council
Elsie Conly	Classified
Pat Ibison	
Carole Churchill	Supervisory
Bob Bergmann	Administration
Barney Flannigan	
Debra L. Banks	Chair/Natural Sciences

The task force met on the following dates: April 18th, May 2nd and May 19th. The first meeting of the task force was to review the college wide survey results, student demographics and personnel age profile of the college. From the first meeting a definition and goal statement for staff development at Mission College were created. These statements were sent to the college staff for their comments and then approval. The following statements were approved by the task force and the college staff:

DEFINITION:

Staff Development consists of activities which provide structures, experiences and incentives for the enrichment of all college staff, thereby enabling them to better meet the needs of the students.

GOAL STATEMENT:

Mission College commits itself to a comprehensive program of staff development that provides for the expansion of subject knowledge, the upgrading of skills and personal growth in instructional, organizational and career areas.

At the second and third meetings the task force members constructed the following staff development plan for the 1986-87 year. This plan will cost $50,000 plus dollars to implement.

THE PLAN

OVERALL RECOMMENDATIONS

The task force members recommend that a faculty be given 50% release time or a half time staff be hired to coordinate the program to follow through on planned activities from year to year. The members also stressed that this coordinator be a person with authority to initiate action. The other major responsibilty that this coordinator would have would be to schedule and evaluate the activities sponsored for the program.

The task force members recommend that a master calendar be developed for all meetings and activities. This problem of scheduling was also seriously discussed at the District Planning meeting in May.

The task force members recommend release time for the faculty and classified to attend such activities. The classified release time should include causual assistance back-up. Second the faculty felt that the current substitute policy worked well in covering faculty who attended conferences.

The task force members recommend that a small representative committee be maintained to recommend and evaluate staff development activities. This task force would work with the staff development coordinator.

On the following pages the task force planned activities and specific recommendations for those activities are listed.

ACTIVITY	CONTACT PERSON OR RESPONSIBLE PERSON	SPECIFIC RECOMMENDATIONS	COST
ORIENTATIONS			
New Part-time and Full-time Faculty	Yabu/Lewis Cordero	Provide incentives such as stipened or hourly pay. Include certificate of commendation in personnel file.	$ 1,000.00
1. How Things Work Here (Sat morn or Wed eve)	Harris		$ 2,000.00
2. Teaching Skills (Tues and Wed eve)			
All Full-time Staff (Friday luncheon)	Cordero/Dean/Laden	Topics to be covered organizational yearly plans/committees for the year/ lines of reporting/new & old policies and financial information. Academic Senate and SEIU information.	$ 700.00
SKILLS TRAINING SESSION			
Teaching Techniques	Harris	Schedule appropriately and not competively with other activities.	$ 500.00 for workshops only.
Management Skills	Objective Outsider		
Computer Usage	Jackins	Have computers available in each Division, Counseling and LRS area/office. These computers will be for staff use only.	
WORKSHOPS			
Four major workshops would be schedules for the year.		These workshops would need prime scheduling so that everyone could attend, if they desired. Second, these offerings would need to be well marketed. Third release time would have to be given to classified to attend. Fourth workshops should be offered on alternating days or times to allow for more people to attend	$ 10,000.00
Cultural Awarness	Wright		
Grantsmanship	New grants person		
Retention/Service	Gard/Penner		
Conflict/Resolution	Mackey		

ACTIVITY	CONTACT PERSON OR RESPONSIBLE PERSON	SPECIFIC RECOMMENDATIONS	COST
PROFESSIONAL DEVELOPMENT			
Conferences/Seminars/ Workshops Two types of conferences need to be attended: discipline focus and pluralism focus	Yabu/Division Coordinators	The task force members recommend the following: 1. Conference monies for faculty: $200 2. Conference monies for class: $200 3. Unused conference monies should be put into a revolving fund for each individual. 4. A conference list of all conferences be established and disseminated at the beginning of the academic year. 5. Division Coordinators would be responsible for recommending for approval the conference requests. 6. Representative faculty be sent to major conferences: SAS/CACC/ AACJC	$ 20,000.00
		TOTAL	$ 34,200.00

PLEASE NOTE ABOVE UNDER CATEGORY RESPONSIBILE PERSON THE STAFF DEVELOPMENT COORDINATOR WAS NOT MENTIONED. THIS PERSON WOULD ASSURE CONTINUITY OF THE PROGRAM, etc AND WOULD COST $15,000.

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